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ABSTRACT

Since the major intent of inservice education is to enrich and modify the efforts of every teacher, guidelines are essential. One specific goal-setting process designed for any teacher to conduct a self-assessment of teaching and non-teaching responsibilities is the Complete Procedural Review (CPR). This instrument sets forth teachers' duties and responsibilities in nine different categories: (1) classroom climate; (2) corrective curricula; (3) complimentary communication; (4) planned progress; (5) particular methods; (6) productive performance; (7) reflective thinking; (8) reliable teaching aids; and (9) relevant inservice training. Questions that will guide the teacher's thinking and assessment of individual goals and priorities are outlined for each of these categories. (JD)

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SETTING PROFESSIONAL GOALS:

CAUSING TEACHERS TO WANT INSERVICE EDUCATION

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SETTING PROFESSIONAL GOALS: CAUSING TEACHERS TO WANT INSERVICE EDUCATION

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An effective inservice education program revitalizes the teacher's sense of purpose and enthusiasm for wanting to improve performance. A teacher's desire to change is motivated when the fear of criticism is reduced, causing a person to feel free to reveal skills and abilities that need strengthening. Given the reassurance that areas targeted for improvement will receive appropriate attention from supervisors and administrators who are sincere in their efforts to provide assistance, it is possible for a teacher to set and accomplish professional goals.

Unfortunately, the practice of setting professional goals is seldom recognized from the position of helping a teacher enhance his or her effectiveness in the classroom. However, should this practice be endorsed from the standpoint of educational development, it sustains a vital foundation for directing and promoting professional growth. It also initiates growth that is cultivated by planning and creating inservice activities to differentiate between individual and group needs. Furthermore, goal setting is ideal for disclosing and clarifying those incompetencies or weaknesses that a teacher wants to correct.

Since the major intent of inservice education is to enrich and modify the efforts of every teacher, guidelines for outlining, identifying, and selecting goals for improvement are essential. One specific goal-setting process designed for any

teacher to conduct a self-assessment of teaching and non-teaching responsibilities, is the Complete Procedural Review (CPR). In using the CPR, a person prepares a written assessment of duties and responsibilities for nine different categories, then the information is used to identify and select goals. The CPR categories and descriptors are listed below.

1. CLASSROOM CLIMATE - List activities conducted to enrich the classroom and conditions for learning.
2. CORRECTIVE CURRICULA - List efforts to modify or adapt the standard curricula to meet the learner's needs.
3. COMPLIMENTARY COMMUNICATION - List the strategies used to communicate with the learner in a positive manner.
4. PLANNED PROGRESS - Identify the criteria and expectations established for the learner to achieve.
5. PARTICULAR PRACTICES - Identify teaching methods used to improve teaching.
6. PRODUCTIVE PERFORMANCE - Identify resources and services that have increased productivity.
7. REFLECTIVE THINKING - Describe the ways in which conflicting thoughts about teaching are resolved.
8. RELIABLE TOOLS - Describe the teaching aids and devices used to support instruction.
9. RELEVANT TRAINING - Describe the type of inservice training needed to improve teaching.

The CPR descriptors represent the many aspects of teaching, supply a basic framework for selecting goals, and present a structure for setting realistic expectations.

Although goal identification is a common planning technique, a teacher should not recognize it as a task performed largely by individuals who work in the corporate world. Indeed, educators do have to set aims for their efforts as expected by parents and the community. In fact, school superintendents are committed to the curriculum and instruction related goals they expect principals, teachers, and students to attain. Likewise, principals will prescribe the goals they prefer to best serve teachers and students. Whereas, a teacher works progressively toward goals decided upon at the administrative level, and tends to overlook professional expectations. The accomplishment of having students succeed academically is only one aim, whereas other aims are necessary to enrich the teacher's professional potential.

Teaching involves various challenges, so it is important for a teacher to establish achievable goals, because failure to succeed leads to discouragement and frustration. A reasonable timeline to fulfill short-range and long-range goals permits a person to experience success, maintain a positive attitude, and reinforce self-confidence. Also, writing goals in a place where they can be reviewed regularly helps a teacher remember to monitor progress. Furthermore, it is not enough to specify expectations in writing, a well-defined plan of action to chart the activities required to reach goals is important too.

In constructing a plan of action, questions pertaining to the CPR encourage a teacher to think seriously about changes needed to modify teaching performance. The questions are outlined below according the nine CPR categories.

I. Classroom Climate

(1) How do you involve students in maintaining the appearance of the classroom?

(2) What procedures do you use to handle minor and major discipline problems?

(3) What steps do you take to make students feel at ease in your classroom?

II. Corrective Curricula

(1) How do you modify the curriculum when the textbook does not contain enough information?

(2) Describe the kind of curriculum adjustments you make for high achievers and low achievers.

(3) What type of teacher-made materials do you use to support your instructional efforts?

III. Complimentary Communication

(1) Describe the steps you take to inform your students that they are valued as members of the class.

(2) Explain how you convey to students your feelings about their positive and negative behaviors.

(3) Describe the type of verbal and non-verbal feedback you use to motivate disinterested learners?

IV. Planned Progress

(1) How do you assess the academic needs of your students?

(2) What provisions do you make for conferring with students about their strengths, weaknesses and progress?

(3) Describe how you use data in your gradebook to determine final grades.

V. Particular Practices

(1) How do you use individualized instruction in your class?

(2) What are your methods for assigning and monitoring homework?

(3) How do you stay in contact with the students' parents?

VI. Productive Performance

(1) In what ways do you increase time for instruction?

(2) What kind of activities do you engage in during your planning period?

(3) How do you evaluate your time management skills?

VII. Reflective Thinking

(1) Describe the process you use to assess your effectiveness in the classroom.

(2) In what ways have your views concerning teaching changed or remained the same?

(3) What approaches do you use to assist you in changing ineffective teaching behaviors?

VIII. Reliable Tools

(1) What teaching devices do you consider to be most effective in your classroom?

(2) How do you use suggestions given in the Teacher's Manual?

(3) What kind of supplementary aids do you use to reinforce learning?

IX. Relevant Training

(1) What are your plans to enrich your professional growth?

(2) What professional journals do you read on a regular basis?

(3) What are you doing to stay aware of the technological advancements in education?

Once the CPR questions are used to generate ideas, thoughts, activities, and information to organize a plan of action, the teacher should discuss it with the principal or staff development personnel. After the plan is discussed, a teacher may request inservice activities to suit his or her particular needs. Also, the inservice planner can focus on those individual requests which cause the teacher to want inservice education. Throughout this procedure the emphasis on goal setting is given significant consideration while encouraging the teacher to:

1. conduct a comprehensive review of instructional and non-instructional activities.
2. increase involvement in recognizing areas of performance that need correcting.
3. prepare a timeline and plan of action for monitoring efforts to achieve specific goals.
4. want inservice programs that can help accomplish or satisfy professional aims.

In conclusion, excellence in teaching occurs through nurturing the teacher's potential. Inservice education should promote high expectations without restrictive limitations and lead a person to think positive. Therefore, attitudes similar to "why be a good teacher," when it is possible to be a "super teacher" will become the norm for any individual striving to achieve professional goals.

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